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ABSTRACT

A secondary level career education program was implemented which focused on guidance, counseling, placement, and followup services for students within the Boise Independent School District, Idaho. Procedures followed in achieving project goals and objectives were (1) to develop a career and educational information center, (2) to use the center by involving students, teachers, and counselors, (3) to develop supplementary materials for the majority of school disciplines which will tie the subject area with career investigation, (4) to develop a placement service component which can involve all students in target schools, and (5) to develop a followup component which will point up the needs in career education. Following data analysis and evaluation, these recommendations were made: Permanent centers should be established at each high school. Each center should have a paraprofessional manager. The center must be adequately funded. Followup and placement activities should be among the functions of the center, but the center should not have the sole responsibility of these functions. The center must be located in a traffic pattern and be adequate in size to house student groups. Establishment of a student procedure for use of the center is necessary. Inservice for school personnel in necessary for establishment. Appendixes contain materials and studies used during the project. (TA)

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FINAL REPORT

Project No. V0337VZ

Grant No. OEG-0-74-1559

Guidance, Counseling, Placement and Follow-up Services Project

Research and Training in Vocational Education
Conducted Under
Part C of Public Law 90-576

The project report herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors or grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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January 23, 1976

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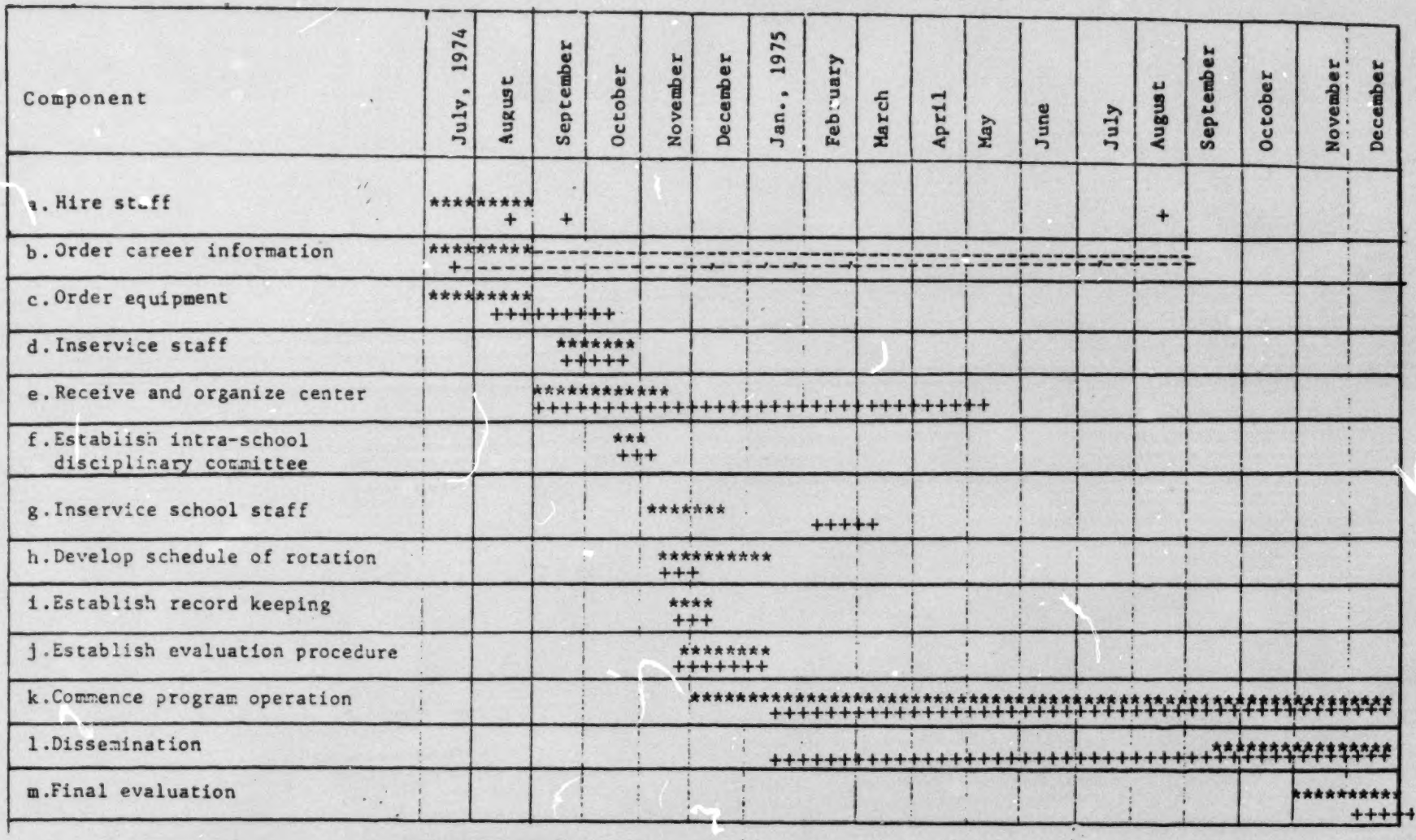
TIME LINES FOR GUIDANCE, COUNSELING, PLACEMENT AND STUDENT FOLLOWUP SERVICES PROJECT



*****--original proposed time lines

+++++--accomplished time lines

TABLE I

-1-

II. SUMMARY OF THE REPORT

A. Time period covered by the report
July 1, 1974 through December 31, 1975

B. Goals and objectives of the project

(1) To develop in pupils positive attitudes about the personal and social significance of work as it relates to individuals.

(2) To develop within each pupil a positivie self-concept.

(3) To expand students' occupational awareness and realistic aspirations.

(4) To involve 75% of the primary target schools' students in career-related activities through the center, classroom activities or placement.

(5) To involve 25% of the secondary target schools' students (junior high school) in career-related activities through the center and classroom activities.

(6) To make available to each primary target school student the placement services of the project.

(7) To conduct follow-up studies which will ultimately lead to a better educational foundation for the district's students.

C. Procedures followed

(1) Develop a Career and Educational Information Center.

A Center has been established which houses career and educational information for use by students, educators and interested community. The Center was established after a model from the San Diego School District and modified to fit the situation at Borah and Boise High Schools. The materials within the Center were chosen by committee after careful consideration and testing.

(2) Utilize the Center by involving students, teachers and counselors.

Workshops and other meetings were held to convey the purposes of the Center to the faculty of the two high schools and other interested educators within the District. These people were encouraged to use the materials and equipment of the Center and refer students to it's use.

Students were involved through publicity throughout the school, involvement from classes and referral by counselors and teachers. Drop-in students were numerous.

(3) Develop supplementary and enriching materials for the majority of school disciplines which will tie the subject area with career investigation.

Career activity guides have been written for English 10 and 11 and Biology which contain enrichment activities teachers and students can adopt. These activities are designed to show a relationship between the subjects and occupational investigation. In addition, the Social Science Department developed an occupational and career investigation unit in relation to U.S. History 11 as a result of the exposure to the center. A kit was developed which ties 100 occupational areas to math, science, social science, language arts, and foreign languages through career related enrichment activities to be used in these disciplines.

(4) Develop a placement service component which can involve all students in the target schools.

A placement component was established in cooperation with the Boise Office of the Department of Employment. A student worked part-time in the schools and the Department taking applications and finding jobs. She served the two high schools during the school year and worked full time in the Department during the summer.

(5) Develop a follow-up component which will point up the needs in Career Education and the entire educational program.

Follow-up has been conducted in the form of a questionnaire to all 1973-74 Career Education students which has proved valuable for that department and the school district. A 70% return was attained. In addition, a second follow-up was conducted with these same students during December of 1975. A 61.5% return was attained on this second survey.

D. Results; Accomplishments

(1) A portable Career Center was established to serve the needs of students at two high schools and four junior high schools within the district.
(2) The center was used by approximately 75% of the students in the primary target schools and 18% in the secondary target schools. This reached the goal in the primary but fell short in the secondary schools. Faculty use was very encouraging.
(3) An excellent cataloging of materials through student and faculty use has resulted.
(4) Faculties and administrations of the schools have endorsed the concept and encouraged its continuation. Schools not involved have requested such services.
(5) Development of enrichment activity guides in three subject areas and development of an activity kit for use within five disciplines.
(6) Work with follow-up questionnaires for all students who had shown an interest in skill training classes during the 1973-4 school year. A 70% response was achieved through phone contacts.
(7) Work with a placement component for all primary target school students.
(8) In service activities for school personnel through site visitations and activity oriented workshops.

E. Conclusions and Recommendations

(1) Conclusions and implications.
a. The concept of a career center is a workable, valuable function within the educational setting of a school. Students, teachers and administrators have unanimously endorsed it's existence at both high schools. The amount of use by students, both "drop-in" and programmed, has shown it fulfills a need.

b. The center needs to be a permanent part of the school. Frequent rotation will not lead to return use by students unless this task is assigned.

c. School personnel will make good use of the center's materials and services if they are present within the building. There has been infrequent use by other building personnel even though materials are delivered after a call.

d. There needs to be an outlined procedure for students to follow in order for them to get the most out of the center. This procedure should begin with some type of interest inventory.

e. As faculties see a definite student interest in the center, many teachers, in turn, incorporate more career emphasis within their disciplines.

f. The center must be directed by a manager. A library-type situation will not provide the service needed by students in career guidance situations.

g. A center must house a variety of materials, equipment and instruments in a wide range of career areas. Students tend to pursue an area into more depth if the research takes them through a varied process. It is more likely to hold the student's interest if s/he follows a course of interest test, catalog, kit, film, tape, booklets, etc., rather than in-depth study through only one media.

h. Classroom career-related activities develop an interest in students to visit the center.

i. In-service to school personnel is essential for maximum use.

j. The location in a traffic pattern is essential for drop-in use.

k. Space for at least six students working at once is necessary for a center. This allows for small groups from classrooms and more accommodation of drop-in students during the busy times of day.

l. It is helpful to have trained student helpers each period. This frees the manager for individual help, group work and classroom work.

m. The follow-up function can be a valuable asset for any program in the school or district. It is very time consuming, however, and extra help will be needed.

n. Placement needs to have a wide base of help and cooperation from a number of agencies and school personnel. The center can house and work with a placement component, but completely directing this effort is difficult and will take extra personnel. Cooperation of all the counseling staff is essential.

o. It will take a major effort to involve the counseling staff in the functioning of the center. The establishing of a center in no way guarantees their participation. More effort needs to be made to involve them in planning and operating the center.

p. Constant contact with school personnel and students is necessary to insure on-going use.

q. The center manager is the vital key to the success of the center. Management skills are not as important in this position as establishing genuine rapport with students and faculties.

r. Records of material use and up-dating is essential for an economically sound program.

(2) Recommendations for the Future

a. Permanent centers should be established at each high school.

b. Each high school center should have a para-professional manager.

c. The center must be adequately funded to house the variety of items necessary to serve the interests of a majority of the student body.

d. Follow-up and placement activities should be among the functions of the center, but the center should not have the sole responsibility of these functions.

e. The center must have a location in a traffic pattern and be adequate in size to house student groups.

f. Establishment of a student procedure for use of the center is necessary.

g. In-service for school personnel is necessary for establishment. Periodic in-services will prove helpful for an on-going center.

III. BODY OF THE REPORT

(A) Problem area toward which the project was directed, including references to the original applicaion, previous studies and experiments, and related literature.

Students within the Boise Independent School District have, in the past, had limited exposure to career related activities and materials except in specific occupational areas. The district implemented a career education program during the 1972-3 school year which will eventually have a focus for all students. This department has as components:

An awareness program for K-6 students. This component began as a pilot program through a Federal part "C" grant during the 1972-3 school year in one school. It has since been involved with all elementary schools to varying degrees depending upon the teacher and principal interest in the concept. The program consists of curriculum guides for each grade level, which received top ratings from the USOE contracted evaluators, materials kits for 120 occupational areas for classroom use and day-long student workshops in grades 3 and 5 with eventual participation in grade 7;

An exploration program which has as its focus activity guides for use in grades 7-8-9 in the disciplines of mathematics, science, social science, language arts, and foreign languages. These guides were developed by district teachers through funds received from the Idaho State Department of Vocational Education during the 1974-5 school year. The degree of involvement will depend upon the interest of the individual teacher, but it is designed to include all junior high school students in activities showing relationahips between school subjects and career areas. There is the possibility of a student being exposed to over 100 activies during one school year in five subject areas. In addition to this focus, elective classes are offered by the Social Science Department for 9th grade students in occupational information and by the Career Ed. Dept. for 10th graders in similar areas. These situations involve approximately one in twenty-five students and do not appear to be very successful means of career exposure;

A preparation program dealing with specific skill training in the following areas: health occupations, food service, mechanics, banking, communications, interior design, purchasing, grocery, sales, cash register, marketing, animal and crop production, cosmetology, data processing, horticulture, law occupations, natural resources, police science, floral, employment dept. trainee, individual training agreements.

These classes are offered to students who may wish to pursue the occupational area in depth in an on-the-job training situation outside the school setting. Approximately one in ten high school students are enrolled in these skill training situations.

There had been a need for materials and information at the secondary level for both individual student use and classroom use. The school district had not focused on career activities within disciplines for universal exposure and, as a result, had not developed the supporting materials to enhance such an effort. Supervisors of some disciplines have shown interest in career unit development, notably language arts, but needed and still need the expertise of supporting personnel who are familiar with the market.

The Guidance Department in the Boise Schools was one with a balanced emphasis on career, groups and individual guidance and counseling in the elementary schools served by counselors, and a strong emphasis on higher education preparation and individual counseling in the secondary schools.

There are two major reasons for the career emphasis in elementary: (1) the elementary guidance program is relatively new to the system and, therefore, could set goals and objectives without having to make changes; and (2) the Federally-funded part C project in Career Awareness had a strong component involving the counselors through in-service, curriculum writing and a vehicle to the classroom.

The secondary guidance program has traditionally been one of one-to-one counseling, college counseling, testing and record-keeping. Many counselors had shown an interest in more career related situations, but the lack of career information organization, career research and the vast and ever-increasing updating necessary in order to keep abreast of 25,000 careers, had helped to prevent the change in the counselors role. Group counseling situations were and are difficult to pursue due to the restrictions on release time from classes and the unwillingness of students to become involved on their own time.

Most secondary counselors agreed there needed to be more of an effort in career counseling, but they were unwilling to assign one member of the school team the responsibility, feeling they each should be involved with the students assigned to them. They felt some supportive method needed developing which could provide them the needed information to involve students.

The Guidance Department had not focused on a placement service for students. This, they felt, was not within their role at the time. Also this department had done no formal follow-up on their graduates.

The school district testing program has had no emphasis on interest tests in its battery. The emphasis has been on aptitude and achievement. Counselors could give interest tests to students on an individual and group basis, depending on their interest and time. Perhaps 10% of all students take an interest test as part of their school experience.

(B) Goals and Objectives of the Project

Objectives:

(1) To develop in pupils positive attitudes about the personal and social significance of work as it relates to individuals.

(2) To develop within each pupil a positive self-concept.

(3) To expand students' occupational awareness and realistic aspirations.

(4) To involve 75% of the primary target schools' students in career-related activities through the center, classroom activities or placement.

(5) To involve 25% of the secondary target schools' students (junior high school) in career-related activities through the center and classroom activities.

(6) To make available to each primary target school student the placement services of the project.

(7) To conduct follow-up studies which will ultimately lead to a better educational foundation for the district's students.

Procedures:

1. Develop a Career and Educational Information Center.

2. Utilize the Center by involving students, teachers and counselors.

3. Develop supplementary and enriching materials for the majority of school disciplines which will tie the subject area with career investigation.

4. Develop a placement service component which can involve all students in the target schools.

5. Develop a follow-up component which will point up the needs in Career Education and the entire educational program.

(C) Description of the general project design and the procedures followed, including information on the student population, instructional staff, and on the methods, materials, instruments, and techniques used.

1) Student population and instructional staff

The school district has three public comprehensive high schools with grades 10-12 served and six junior high schools with grades 7-9 served. The student and faculty populations as of October, 1973 were as follows:

School	Students	Faculty
Boise High School	1546	78
Borah High School	2079	89
Capital High School	1709	80
totals	5334	247

School	Students	Faculty
East Jr. High School	1050	53
Fairmont Jr. High School	1067	50
Hillside Jr. High School	841	43
North Jr. High School	866	47
South Jr. High School	1200	60
West Jr. High School	1050	53
totals	5886	299

In the past two years the district secondary enrollment has not appreciably changed, but there is some shifting of enrollment among the schools. The Boise High area schools have a slow decrease in student population. This is the older part of the city. The Capital High area schools have a slow increase as that area is developed. The Borah High area has remained stable.

The great impact of a rapid county population increase is felt by an adjoining largely rural district, Meridian, which went from a student population of 3100 in 1971 to 8200 today.

The Boise School District attendance area encompasses a rich mixture of socio-economic levels and a diverse population. Generally, it is a white collar community with no major industrial complex. Unique characteristics of the Boise community are exemplified by a mixture of economic classes in all school service areas. The community ethnic population is composed of approximately 98.5% Caucasians.

2) Methods, materials, instruments and techniques used

The proposal stated the following: "The object of this proposal is to promote a major re-emphasis in the role of the secondary counselor in the Boise Public Schools. This role would place more amphasis on the following areas: career guidance, group guidance, placement, follow-up."

This was to be accomplished through several means, all connected with the establishment of a Career Center which would serve two high schools, Boise and Borah, and four junior high schools upon request, North, South, East and West.

a) Establish Design.

The first step in this process was to establish the design for the program. This was accomplished with the help of a committee composed of counselors, teachers and career education personnel. Most instrumental in the helping with this task was Terry Elmore, counselor at East Jr. High School. Mr. Elmore had gone to visit centers in the San Diego School District the previous year and had obtained helpful materials relating to them.

It was determined the following were areas of primary need for the center: research space for at least 5 students, space for a manager's desk and a desk for counselor's use, storage for materials, equipment housed in the center for use of the materials at that site or other locations, an area that was somewhat open and inviting in a student traffic pattern, portable in nature, totally locked up when not in use, good lighting, phone.

The committee, and especially Mr. Jack Craven, assistant principal at Boise High School, selected the initial location at Boise. This location met more of the criteria than any other that was available and suggested. No rooms, as such, were available. The one most critical need was the one of student traffic flow. At Boise High School, which is an older 4 level main building and two smaller specialty buildings, there is no one location where all atudents pass on a daily basis. The location chosen was a hallway-foyer on the second floor at the entrance to the school auditorium. This location was passed daily by all juniors and most seniors, but only occasional sophomores. Sophomore classes are mostly on the lower levels which afforded no good location. It was understood special efforts would have to be made to involve the sophomore student in the center.

At Borah High School, which is a one level, campus type facility, the location selected was a section of the school cafeteria. This area is used both as a cafeteria, study area and general student congregation area, especially by students who have split schedules.

b) Select Staff

The next procedural step was the selection of a manager for the center. The proposal called for "a para-professional who will work full time at the center. The Center Manager must meet two criteria: (1) an ability to relate to and identify with students, and (2) a background with some college training in teaching, psychology or business administration. The Manager must also be available to make presentations to faculties and the community."

The person selected for the job, Reven Uihlein, has as a background work in industry, business, photography (professional) and education. Previous to this job she was tutor manager at an elementary school in Boise. Ms. Uihlein has a BA in Economics and, since terminating her position after one year, entered a Russian Studies program at the University of Oregon.

Ms. Uihlein was very instrumental in the success of the program due to her drive, organization and rapport with students and faculty.

To replace Ms. Uihlein, Dina Bray was hired. Ms. Bray met all of the requirements for center manager, having taught numerous courses both in this country, in England and in Israel. She assumed the position when the center was transferred to Borah High School and has done an outstanding job there with students and the faculty.

Michele Smith-Bovino was contracted to conduct research for the project. She was to investigate programs from throughout the nation for preview of adaptable components. Also she contacted commercial houses, agencies and educational bodies for materials and activities. As a result of her work, the project has a working cataloged file of such information. This file is probably the most complete of any in the state and is available for use by not only this school district but other districts and state agencies if they so choose.

c) Selection Committee

The next phase of the program dealt with the development of a committee who would preview and test materials and equipment. This committee was flexible in composition, depending on the specific items being evaluated. Generally it was made up of the project director, center manager, three senior high and two junior high counselors, one or two teachers from each of the curriculum disciplines and representative students. Some members of the committee were instrumental in the initial acquiring of the materials as well as previewing and testing; whereas, others only tested and recommended. This changing committee functioned from September of 1974 through May of 1975. After that time, evaluations were those of individual teachers and students who used, or in some cases, avoided use, of the materials. In all it is estimated the committee previewed three times the amount of material that was eventually selected. Of this amount selected and used, approximately one half has proved to be economically valuable and is being incorporated into the expansion centers. (Listing of materials in appendix A .)

d) In-Service

In-service was planned to acquaint district personnel with the center and its program. Those first instrumental with the in-service direction were those participating on the selection committees. Presentations were then made at Boise and Borah High Schools at faculty meetings. Saturday workshops were held for faculties and other interested district personnel. In these workshops, participants were familiarized with the process students undertake at the center and the materials located there. A committee of three teachers and two counselors traveled to the Portland, Oregon, Public Schools to review their centers and gain direction and ideas. During the fall of 1975, the two center managers visited these same centers for the same purposes. Materials catalogs were compiled and distributed to the faculties.

(D) Results and Accomplishments of the Project

The results and accomplishments of the project are here stated in relation to the project time line, the project procedures and the project objectives.

Reference is made the proposed time line of the original proposal and the actual accomplished time line (table I). Detailed explanations of differences in these two time lines will be found within explanations of procedures and objectives which follow. A summary of each of the thirteen time line areas will be found at the end of this section.

1. Project Procedures

a. "Develop a Career and Educational Information Center."

The development of this center was completed to the enthusiastic support and satisfaction of those involved with it: students, faculty members, counselors, administrators. The eventual selected materials and equipment have proved to be very helpful for students and for teachers and counselors in the students' education. It was determined by the selection committee that as varied types of material as possible be acquired so all aspects of career fields could be represented. This has

been done. The materials and equipment should be such that students are able to use it with little help from others. For the most part, this was done. The materials are varied in physical type, i.e., books, tests, films, slides, tapes, filmstrips, brochures, etc.

The equipment for the center, which was the district's matching funding, proved adequate for material use. The successes of the center has been helped by the fact that necessary AV equipment is housed in the center and is readily available.

The permanent type equipment in the center (desks, storage files, chairs, etc.) has allowed it to be housed in a variety of locations and can be adapted as needed. No permanent walls are needed. Originally when the proposal was studied by school personnel, the warning was that a great loss of materials and equipment would occure do to the locations exposure. This proved to have no foundation. By the end of the project, not one major item has been lost. It is certain this is in part due to the efficiency of the center managers, but a great part due to the fact the students at the schools can see they are trusted. The location of the center at Borah High School in the cafeteria where there is constant student use both at daytime hours and in the evenings with dances and meetings. Despite the fact no person is assigned specifically to watch the center, no problem has been evident.

The original proposal called for the center to be portable in nature and moveable on short notice. The schedule was for a monthly change among schools. After establishment of the center at Boise High School, it was evident, what with the amount of materials and equipment, that half of each month would be spent getting set up in the new location. This type movement appears to only be feasible in a self-contained moveable unit, such as a van, or for a very small center of questionable value. It was then determined to change the center quarterly.

As the quarter approached, the faculty and staff felt it would be a mistake to then move the center as it was at that time just becoming known and used. All concerned felt the efforts made to that point would be lost by a move. Because of this advice, the schedule was again changed to a semester move.

One of the purposes of the project was to test the feasibility of a portable center of this nature. The results seem to indicate that a short duration center will not serve the needs of the students who are involved on a drop-in basis. The portable center housed in a mobile home in Bingham County has shown success rotating among five high schools, but their objectives are to ratate all sophomores through the center on a scheduled one-day basis rather than a library type center as developed by the Boise project. The purpose of this center is constant student involvement throughout their secondary experience.

One means of evaluating the success of the center is its demand by educators who are involved with it. When the center was moved to Borah during the summer of 1975, the staff at Boise High School requested a second center by permanently established at that school. The principal did prefer a location be other than a hallway; therefore, a room was chosen which was near a good traffic pattern. During the summer, however, that room proved to be unavailable due to use by another program; so an office was utilized in a section of the counselors suite. The center was established during the summer and is managed by a career education specialist who works

with both centers and functions one-third of the week as the career awareness specialist. She is helped at the center by trained students each period.

Capital High School asked if a center might be established at that school. Funds for such establishment are within the expanded Career Education budget for the 1976-7 school year. Establishment is contingent upon the approval of the administration and board of trustees.

b. "Utilizing the center by involving students, teachers and counselors"

The in-service phase of the project lead to involvement by teachers with project materials both in the classroom and through individual and group referral of students. At Boise High School 46 of the 78 teachers were at some time involved with the center. Thirty-seven referred students to the center and 17 were regularly involved with materials use in the classrooms. This was during the one semester the project center was at Boise High School. At Borah High School no record was kept of teacher participation; however, a number of teachers sent all their students through the center as an orientation time. From this, many students returned for further visits.

A general procedure was developed whereby students could gain information about themselves and careers or leisure-time activities by visiting the center. The format was for students to take at least two interest inventories or similar instruments. Those used in the center were: Job-O, Self Directed Search, Strong-Campbell Interest Inventory, Occupational View Deck, Occupational Exploration Kit. On some of these instruments, a later session is necessary for interpretation. Interpretations were initially tried on a group basis; however, it was felt individual interpretations were much more meaningful and led to better dialogue. After the student finished this phase, s/he was encouraged to pursue the areas of interest through broad cluster areas of information and then later specific career investigation. A form was developed which involved a student in the investigation and showed where pursuit of these findings might lead. This proved to be very helpful to students. It was kept on file in a student folder and the student could work on it as time and interest allowed. If a student failed to return to work on the file, a reminder was sent which often brought a response.

The number of students who participated in the center's presence at Boise High School during the spring semester was 683. The total number of visits was 1430. This is an average of 2.1 visits per student. In addition, much of the material was used in the classrooms, especially interest inventories. Approximate classroom exposure was 750 students through 30 classroom activities of at least one period and often more. A summation of inventories taken by these students and those who dropped by the center and were counted among the 683, indicated 403 of the 750 were in addition to the 683. This would indicate a total of 1086 separate students was involved in center activities in some manner, or 70% of the student body.

At Borah High School the participation was as follows:

Those students who visited the center numbered 1153 separate students for a total of 1760 visits, or an average of 1.5 visits per student. In addition, classroom use of materials exposed another 400 students who did not visit the center. Therefore, approximately 1550 students of the fall

enrollment of 1985 benefited from the center, or approximately 78% of the student body.

Participation at the junior high level seemed to depend entirely upon the counselors' interest and availability of materials. At East Junior High School, 50% of the student body participated in some activities, mostly the Job-O Interest Inventory. This appears to be because a partial center was established at that school and one counselor showed particular interest. At South Jr. High School participation was minimal until another small center was set up, then approximately 20% of the students were involved in a two month period. At West and North Jr. High Schools, virtually no participation was conducted. This seems to indicate the amount of participation hinges upon the availability of the materials in that building, rather than availability through another building. Of the junior high students within the four schools, 765 were exposed to center materials, or 18% of the students.

The original proposal stated "Those who will be using this center's materials are individual students, student groups from classrooms, teachers, counselors, parents and entire classes. The materials and equipment will be such that they can be used in the center, taken to a classroom in the building or taken to another building. "The combination of specialist, counselor and manager will result in offering the following services: (1) help to individual students who are seeking information in career areas; (2) help to teachers who might be seeking career information in relation to subjects; (3) help to student groups from classrooms working on projects; (4) help to entire classes in the classroom; (5) help to teachers, counselors, and students through research in career areas; (6) help to parents and other community agencies who might need career information; (7) help for counselors working with student groups or parent-student groups."

A brief response to each of these seven areas is as follows:

(1) help for individual students was very effectively carried out;

(2) help for those teachers who were interested was good. More effort needs to be made to involve more teachers by adequately helping them see the need for more career information in relation to their particular discipline;

(3) excellent help was given to student groups;

(4) some teachers wer interested in classroom help. For these, they were very pleased with the results. The same direction as in #2 needs to be pursued;

(5) to the degree it was requested the response was excellent;

(6) parent and community response was very small. More communication is definitely needed. One method is going to be letters to all parents of sophomores;

(7) counselors tended to refer students rather than participate with them in such groups. A role change has not been achieved.

The proposal further stated "The object of this proposal is to promote a major emphasis in the role of the secondary counselor in the Boise Public Schools. This role would place more emphasis on the following areas: career guidance, group guidance, placement, follow-up."

The role of the secondary counselor has not appreciably changed as a result of this program or the establishment of centers. This is not to say the concept has not greatly helped students. There is a major change in emphasis on career guidance through the existance of the centers at the schools. The counselors use the centers and managers for referral of students who may need information about careers or direction in interests. The counselors themselves do not become actively involved with the centers. It is as if one of the counseling responsibilities, which was inadequately dealt with, is now being somewhat handled by a support service. For the student, this is a good step forward, but it could be a much more active and meaningful step if more counselor involvement transpired.

Group guidance is not currently pursued in any depth by most of the secondary counselors. It was hoped such groups would form with commonalities in career interest being the theme. This has not developed to date.

Placement and follow-up has been entirely left to the center to work with. Very little participation by the counseling staffs was evident.

If, indeed, there is to be any kind of role change, or if the Guidance Department feels there is such need, that department and those involved with the Career Centers are going to need better communication for more common goals.

c. "Develop supplementary and enriching materials for the majority of school disciplines which will tie the subject area with career investigation."

Enrichment activities development has taken three directions. The first is development of activity guides in specific subject areas which will better tie subject areas with careers. Instructors wrote such guids for a full year use in English 10 and Life Science Biology. In these situations, teachers can look through the guides and "plug in" activities which they feel are appropriate at the time.

The second approach was undertaken by the U.S. History teachers. They developed a four weeks unit dealing with career investigation and interest inventories which is a part of their year long course.

The third approach is the development of a career-subject area kit. This kit is made up of 100 occupational cards. On one side of the card is the information about an occupation which can be found in numerous commercial kits. On the reverse side of the card are activities in math, science, social sciences, language arts and foreign languages. Teachers might develop these activities with their students. The emphasis is in pointing out the need for that subject area in a particular career. The convenience of this type kit is much of the needed information needed for an activity is in one location.

d. "Develop a placement service component which can involve all students in the target schools."

The primary intent of the placement portion of this proposal was four-fold:

1) To place students and school leavers in jobs of occupational significance to the individual.

In order to achieve this, a student was hired by the project and trained by the Idaho State Department of Employment in taking job applications and finding suitable jobs for these students. Ms. Chitwood, the placement trainee, spent two semesters working at the center and in the counselors' suite at both Boise and Borah for one scheduled hour each day. She then went to the Department of Employment for from two to three hours each day to match applicants and jobs. During the summer of 1975, she spent a full day at the Department in this same capacity. In a summary of her experience, Ms. Chitwood wrote the following,

"Since beginning the School Placement Program in February and working through December of 1975, approximately 100 employment applications were taken from the high schools. In addition, approximately 400 high school applicants came directly to the Department of Employment, all of which I interviewed and kept in contact with.

"The three summer months proved to be the busiest and most productive of the eleven months I worked. There were 110 youth job orders filled during June, July and August. With the onset of school and winter, however, job openings gradually dwindled off, leaving a great many applicants still coming in, but a lack of work to offer them.

"The Career Centers at both Boise and Borah proved to be convenient checking points for many applicants. The counselors of both schools helped by providing information to students on job possibilities and getting them to register with the Youth Employment Service.

"At the Department of Employment, not only high school students registered with me, but also many youths who were drop-outs or disadvantaged in some respect, reported to Y.E.S. The Juvenile Center sent many youths to the Department of Employment for assistance, and the C.E.T.A. Youth programs proved very valuable in placing and helping the kids with problems or handicaps."

In addition to the service offered by Ms. Chitwood, students who worked in the centers kept a bulletin board area of current jobs both from the newspaper and call-ins from the business community for students' daily review.

In relation to the first intent, the placement service was successful in terms of acquainting students with job possibilities and working with them on applications and forms. It was also successful in finding jobs for many students. However, very few of the jobs found and taken were occupationally significant in terms of a student's specific training. The jobs were just not there.

2) To provide an additional level of counselor-teacher-student interaction.

The program tended to do this through the fact student's felt they were being served and someone was trying to serve them.

3) To help develop additional training stations for community skill training programs.

This did not prove to be the case with the Career Education Department, but was the case for some disadvantaged and handicapped individuals.

4) To involve both public and private agencies in a cooperative effort with the schools designed to involve the total community in the placement of students.

Private agencies chose not to participate in the program; however, the Department of Employment was most cooperative in training the placement student. She eventually ended up in charge of the Youth Employment section during the summer months and had an opportunity to become involved with the Certified Employment and Training Act.

e. "Develop a follow-up component which will point up the needs in Career Education and the entire educational program."

The follow-up component of the project dealt with two phases: (1) trends in employment and current employment figures in relation to school population, and (2) follow-up of career education students.

Two studies were conducted on trends in the labor force in relation to Career Education classes and proposed classes. These two are (1) A Study of Job Area Trends and Related Class Availability for High School Students done in December, 1974(appendix B) and (2) A Study of the Labor Force and Comparison with Career Education Class Consideration done in November of 1975 (appendix C). Explanations of each study are found in their appendix.

In relation to student follow-up, a questionnaire was developed for use in determining the direction of students who are or were in skill training areas in employment or further training. The initial questionnaire, completed in February of 1975, was designed as a phone inquiry. The caller spent an average of ten minutes per contact as the questionnaire was quite lengthy and comprehensive. An excellent response of 72% was obtained of all those initially considered. The results of this questionnaire can be found in Appendix D. These results were distributed to all secondary teachers, and reported to the school board.

It is the intention of the Career Education Department to follow up with these same students over a period of years in a longitudinal study to help set direction for the department. Therefore, a second phoning was done during December of 1975 with these same contacts. This second questionnaire was much shorter and mainly investigated the current circumstance of the respondent. Results of this questionnaire are found in Appendix E.

2. Project Objectives

a. "To develop in pupils positivie attidues about the personal and social significance of work as it relates to individuals."

This objective can be stated as one for all of education and its means of measure are impossible to find until the students involved become a significant part of the national work force.

b. "To develop within each pupil a positive self-concept."

Many may have achieved this, many may not at this time or may never. It is felt the activities in the centers have helped many students in the continual development of this positiveself-concept.

c. "To expand students' occupational awareness and realistic aspirations."

The activities of the center definitely provided occupational awareness for all who participated. Many of those gained realistic insites through various activities: interest tests, research, guidance, understanding.

d. To involve 75% of the primary target schools' students in career-related activities through the center, classroom activities or placement.

Involvement of students at Boise High School in center and classroom activities was 70.4% of the student body. For Borah High School it has been 78% of the student body. It is difficult to determine the number of students seen through the placement service who are involved in other ways with the center. To keep extremely precise numbers results in clarical duties becoming out of proportion to their value.

It is felt the objective was achieved and will be maintained in the future.

e. To involve 25% of the secondary target schools' students (junior high) in career related activities through the center and classroom activities.

Approximately 18% of the total student population of the four schools was involved. However, this was achieved through activities of only two of the four schools. The fact materials were housed at these schools proved to be the difference.

f. To make available to each primary target school student the placement services as of the project.

Every student had an opportunity for participation. A variety of means of notification was used. Approximately 14% of the students chose to use the service. Approximately 4% of the entire student body group were placed.

g. To conduct follow-up studies which will ultimately lead to a better educational foundation for the district's students.

The follow-up has been conducted. It remains to be seen in the future if the object of a better educational foundation is achieved.

3. Project Time Lines

Generally the original time lines were adhered to, some changes were made as the project developed. Each time line item is addressed herein:

a. Hire staff - July, August 1974
Manager hired in August, research person contracted September, second manager hired, after first resigned, in August 1975.

b. Order career information - from July,1974 on - on schedule.

c. Order equipment - July, August - 1974
done during August through October.

d. In-service staff - Sept., October, 1974 on schedule.

e. Receive and organize center - Sept. - November, 1974.
Ordering and receiving materials and equipment took longer than anticipated. Some items did not arrive until May of 1975.

f. Establish intra-school disciplinary committee - Oct., 1974.

g. In-service school staff - Nov., Dec., 1974.
Because the center opening was late this phase was done during February and March, 1975.

h. Develop schedule of ratation - November - January, 1974-5.
The development was done as scheduled, however, changes occurred throughout the spring semester.

i. Establish record keeping on schedule.

j. Establish evaluation procedure on schedule.

k. Commence program operation - begin December 1, 1974.
Because items ordered did not arrive in time, the opening was delayed until the semester break, mid-January of 1975.

l. Dissemination - September - December, 1975.
Some items, such as the materials catalogs, yearly reports, follow-up results, were disseminated ahead of schedule. Other areas, especially activity guides, have not yet been printed for distribution.

m. Final evaluation - Nov., Dec., 1975.
Since the funds for the third party evaluation were eliminated, the project director had to rely on state agencies which charged no fee for the service. The State Department of Vocational Education indicated they would work with the final evaluation during December of 1975. Unexpected circumstances arose which prevented them from completing this work during December.

E. Third Party Evaluation

The following evaluation was conducted by Mr. Kenneth E. Hansen, Supervisor of the Planning Division, Idaho State Board of Vocational Education.

(1) Description of Evaluation Process:

Materials made available to evaluators included: copy of the application progress reports, annual reports, final report, career guidance center materials, and curriculum materials developed.

In addition, evaluators contacted project staff, school administrators, counselors, and teachers involved in the project. Their comments and reactions were given consideration in this evaluation.

The evaluation was based primarily around the project objective achievement and procedures followed.

(2) General Evaluation Comments:

The problem areas for which the project was directed are areas of concern to all Idaho school districts. The procedures followed by this project and the findings of the project have significant application to many schools, with perhaps some modification.

(3) Project Objectives:

The project objectives as noted in the application were achieved to a large degree.

Objectives 1, and 2, were not immediately measurable, but accomplishments in the other objectives would have a definite impact on student attitudes and positive self-concept which may be measured in future testing.

All other objectives were achieved very near to the percentage or indicated accomplishments. Objective 6 regarding placement services indicates limit student activity.

(4) Project Procedures:

The project procedures as outlined in the project application were followed closely and resulted in the achievement of the objectives to the extent they were met. Recommendations noted by project director indicates problems that arose and how they might be resolved in future efforts at the schools. Counselor involvement was limited. The in-service training of school personnel appears to have been very successful in involving and giving faculty support to the project.

(5) CONCLUSIONS AND RECOMMENDATIONS:

In general, staff and faculty associated with the project were enthusiastic and committed to providing services for the benefit of students. Procedures and materials developed during the project duration will be of continued value to the project schools, as well as other school districts of the state. This is especially true of career guidance centers and in-service training methods.

Student placement services were limited. Student benefits from this service could be provided with further development in this area.

Follow-up objective was limited, but future plans for continuation would be of value to project schools.

Limited counselor involvement was indicated, and evaluators feel that there would have been improved relations if counselors were more involved in planning and operation of career guidance centers, as well as placement services.

Project staff are to be commended for the dedicated commitment to provide student services to benefit the individual students involved.

It is recommended that project schools consider the following:

Continuation of career guidance centers in all high schools with staff to manage activities for quality services to students.

Follow-up and placement services be continued with further development to provide a needed service to students.

In-service training of school personnel be continued to insure involvement which is essential for success of the student services to be provided in the future.

Improve counselor involvement with services by their input in future planning and operation of centers and materials developed.

F. Conclusions and Recommendations

(1) Conclusions and implications.

a. The concept of a career center is a workable, valuable function within the educational setting of a school. Students, teachers and administrators have unanimously endorsed it's existence at both high schools. The amount of use by students, both "drop-in" and programmed, has shown it fulfills a need.

b. The center needs to be a permanent part of the school. Frequent rotation will not lead to return use by students unless this task is assigned.

c. School personnel will make good use of the center's materials and services if they are present within the building. There has been infrequent use by other building personnel even though materials are delivered after a call.

d. There needs to be an outlined procedure for students to follow in order for them to get the most out of the center. This procedure should begin with some type of interest inventory.

e. As faculties see a definite student interest in the center, many teachers, in turn, incorporate more career emphasis within their disciplines.

f. The center must be directed by a manager. A library-type situation will not provide the service needed by students in career guidance situations.

g. A center must house a variety of materials, equipment and instruments in a wide range of career areas. Students tend to pursue an area into more depth if the research takes them through a varied process. It is more likely to hold the student's interest if s/he follows a course of interest test, catalog, kit, film, tape, booklets, etc., rather than in-depth study through only one media.

h. Classroom career-related activities develop an interest in students to visit the center.

i. In-service to school personnel is essential for maximum use.

j. The location in a traffic pattern is essential for drop-in use.

k. Space for at least six students working at once is necessary for a center. This allows for small groups from classrooms and more accommodation of drop-in students during the busy times of day.

l. It is helpful to have trained student helpers each period. This frees the manager for individual help, group work and classroom work.

m. The follow-up function can be a valuable asset for any program in the school or district. It is very time consuming, however, and extra help will be needed.

n. Placement needs to have a wide base of help and cooperation from a number of agencies and school personnel. The center can house and work with a placement component, but completely directing this effort is difficult and will take extra personnel. Cooperation of all the counseling staff is essential.

o. It will take a major effort to involve the counseling staff in the functioning of the center. The establishing of a center in no way guarantees their participation. More effort needs to be made to involve them in planning and operating the center.

p. Constant contact with school personnel and students is necessary to insure on-going use.

q. The center manager is the vital key to the success of the center. Management skills are not as important in this position as establishing genuine rapport with students and faculties.

r. Records of material use and up-dating is essential for an economically sound program.

(2) Recommendations for the Future

a. Permanent centers should be established at each high school.

b. Each high school center should have a para-professional manager.

c. The center must be adequately funded to house the variety of items necessary to serve the interests of a majority of the student body.

d. Follow-up and placement activities should be among the functions of the center, but the center should not have the sole responsibility of these functions.

e. The center must have a location in a traffic pattern and be adequate in size to house student groups.

f. Establishment of a student procedure for use of the center is necessary.

g. In-service for school personnel is necessary for establishment. Periodic in-services will prove helpful for an on-going center.

APPENDIX A

CENTER MATERIALS LIST

A. Films

1. People Who Fix Things - Churchill Films
2. Other Women, Other Work - Churchill Films
3. After School--What? - Houghton-Mifflin
4. Anything You Want to Be - New Day Films
5. Welcome to the Working World - Olympus Pub. Co.
6. Careers in Art - S-L Films
7. Making It in the World of Work - Film Fair Communications
8. Counselor Film Series - 40 films on various occupational areas

B. Filmstrips

1. Career Series - 28 filmstrip sets and cassettes - Pathescope Ed. Films
2. Job Attitude Series - 13 sets of filmstrips & cassettes - Guidance Assoc.
3. Motivational Guidance - 5 sets of filmstrips & cassettes - Guidance Assoc.
4. Career Discoveries - 6 sets of filmstrips & cassettes - Guidance Assoc.
5. Career Development - 4 sets of filmstrips & cassettes - Guidance Assoc.
6. College Orientation - 3 sets of filmstrips & cassettes - Guidance Assoc.
7. Study Skills - 1 set of filmstrips & cassettes - Guidance Assoc.
8. Discovery Series - 8 sets of filmstrips & cassettes - Scholastic Corp.
9. Career Resource Program - 6 sets of filmstrips & cassettes - Butterick Pub.
10. The Bergen Evans Vocabulary Program for the College Bound - 10 filmstrips and cassettes - Communacad
11. Livlihood: Careers for Your Lifestyle - 15 filmstrips & cassettes - Houghton-Mifflin Co.
12. Masculinity - 4 filmstrips & cassettes - Schloat Prod.
13. Lifestyles - 2 filmstrips & cassettes - Schloat Prod.

C. Tapes & Cassettes

Three programs of 71 cassettes on the following themes: On the Job, Getting a Job, Cross Vocational Skills and Information - Educational Design, Inc.

D. Slides

1. Eastman Kodak Series - 3 programs on: Photography Is, Ideas Won't Keep, Worlds Within Worlds. Eastman Kodak Co.

2. Society and Mankind Programs as follows:

a) Communications Skills, Learning to Listen and Express Yourself
b) Decision-Making: Dealing with Crises
c) Clarefying Your Values: Guidelines for Living
d) Coping with Life: the Role of Self-control
e) Am I Worthwhile? Ideas and Self-image
f) How We Become Ourselves: The Shaping of Personality
g) Human Relations: How They Succeed or Fail
h) Hard Choices: Strategies for Decision Making
i) Coping with Life: Frustration and Disappointment
j) Conflict in American Values: Life Style vs Standard of Living - The Center for Humanities

E. Kits

1. Job Survival Skills Program - Singer Educational Systems
2. Game Sim - California Learning Simulations
3. Life Career Gamr - Bobbs-Merrill Co.
4. Widening Occupational Roles Kit - Science Research Associates
5. Occupational Exploration Kit - SRA
6. Job Experience Kit - SRA
7. Career Information Kit - SRA
8. Economic Systems - Western Pub. Co.
9. Career Opportunities Boxes - Houghton-Mifflin Co.

F. Interest Surveys

1. Job-O - Job-O Co.
2. Occupational View Deck - Chronicle Guidance
3. Self Directed Search - Consulting Psychologists Press
4. Strong-Campbell Interest Inventory - Consulting Psychologists Press
5. OccuScan - SRA

G. Reference Guirdes

1. Occupational Outlook Handbook - U.S. Dept. of Labor
2. Encyclopedia of Careers and Vocational Guidance - Doubleday and Company
3. Job Family Series - SRA
4. My Educational Plans - SRA
5. My Job Application File - Janns Book Publishers
6. Guidance and Examination Preparation Books - Barron's Educational Series
7. Occupational Outlook Reprint Series - U.S. Dept. of Labor
8. Hello World Series - Addison - Wesley Pub. Co.
9. Yellow Pages Career Library - National Assoc. of Elem. School Principals
10. Coping With Series - American Guidance Service
11. SRA Guidance Series Booklets
12. Career World Magazines - Curriculum Innovations, Inc.
13. Numerous individual books and pamphlets from commercial houses and agencies.

H. Wall Charts

Career Education Wall Charts - Garrett Park Press

APPENDIX B

A STUDY OF JOB AREA TRENDS & RELATED CLASS AVAILABILITY FOR HIGH SCHOOL STUDENTS

The following is a numerical analysis based on the following publications:

"Labor Force Characteristics of the Ada County Population 1970", ACOG
"Employment & Occupational Trends for Ada County", Idaho State Department of Employment
"Occupational Manpower and Training Needs", U.S. Department of Labor

Two sets of figures were involved: those of Ada County projections for 1975 and those of national projections for 1980. There are some differences in the figures because:

1) The percent of workers in cluster areas differed somewhat between the county and the nation.

2) The county projections were based on the 1970 census projected to 1975 and the national projections were based on 1968 Labor Department statistics projected to 1980.

3) County projections were an across-the-board 144% increase of the labor force not taking into consideration fluctuations within cluster areas; whereas, the national trends reflect individual cluster area changes.

As a result of these differences, the national projections appear to be more sound.

Table I - Ada County Trends

(Summary 1-8) This summary includes those cluster areas in which 1) Career Education currently has classes and 2) there is data available for Ada County. The classes of Data Processing and Natural Resources are not included because no figures were available from the county on specific job projections.

These summaries include the number of job slots for each cluster area in Ada County for 1975 based on the percent of the total labor force of Ada County working in these areas. These percentages are compared to a typical 5330 people, the number of students in the three public high schools in Boise as of October, 1974. The results show there should be 1051 job slots from these eight cluster areas for a typical group of 5330 people. Currently, there are 640 students involved with in-depth study in these cluster areas. This indicates a potential additional 411 students who should be involved. (These figures do not include school-based vocational programs which are more exploratory in nature.)

(Summary 1-11) These figures include three additional cluster areas which are not currently served by Career Education, but which appear to have good potential. These three areas show a 1975 county projection of 555 job slots for each 5330 people, which brings the total of potential additional students served to 966.*

TABLE I - ADA COUNTY

Cluster Area	Percent of the total 1970 labor force of 44,821	Projected job slots for 5330 students in 1975 (what enrollment should be)	Number of students in related cluster classes (present enrollment)	Difference: + number overenrolled - number underenrolled	Related Classes
1) Health Occupations	2.3%	123	82	-41	Health Occupations
2) Sales/Marketing	8.7%	464	301*	-163	63 - Marketing, Career Ed 238 - Distributive Education
3) Mechanical & Repair	3.2%	171	123	-48	Mechanical & Repair
4) Food Services	2.2%	117	57	-60	Food Services
5) Protective Services	1.3%	69	35	-34	Police Science
6) Cosmetology	.6%	32	20	-12	Cosmetology
7) Lawyers	.3%	16	12	-4	Law Occupations
8) Banking	1.1%	59	10	-49	Banking/Marketing
SUMMARY OF 1-8		1051	640	-411	
9) Construction Craftsmen	3.8%	203	0	-203	--
10) Agriculture	2.9%	155	0	-155	--
11) Transportation	3.7%	197	0	-197	--
SUMMARY OF 1-11		1606	640	-966	
12) Programming	none available		29	-	Data Processing
13) Natural Resources	none available		36	-	Natural Resources
14) Clerical	19.7%	1034	2610**	-	All business, typing, office classes in high school

*Includes Distributive Education and Marketing classes in the high schools.

**Includes all students who are taking any type of business classes.

Table II - National Trends

(Summary 1-10) This summary includes those cluster areas in which Career Education currently has classes. It includes the potential numbers of students for those classes based on the percent of people in the labor force in those areas. For a typical group of 5330 people (the number of students in our three high schools in October of 1974), there will be 1131 job slots. Currently, there are 705 students involved with in-depth study in these areas. This indicates a potential additional 426 students who should be involved. (These figures do not include school-based vocational programs which are more exploratory in nature.)

(Summary 1-13) These figures include three additional cluster areas which are not currently served by Career Education, but which appear to have good potential. These three areas show a 1980 projection of 676 job slots for each 5330 people, which brings the total of potential additional students served to 1102.*

*Note: Agriculture includes only agricultural workers as related fields were not broken out. Clerical was not included in the summaries because it is difficult to define those students in exploratory experiences or skill areas.

appendix B - continued

TABLE II - NATIONAL TREND

Cluster Areas	Percent of the total 1968 labor force of 76 million	Percent change by 1980	Projected job slots for 5330 students by 1980 (what enrollment should be)	Number of students in related cluster classes (present enrollment)	Difference: + number overenrolled - number underenrolled	Related Classes
1) Health Occupations	2.1	+48	166	82	-84	Health Occupations
2) Sales/Marketing	6.1	+29	419	301*	-118	63 - Marketing, Career Ed 238 - Distributive Education
3) Mechanical & Repair	2.9	+21	182	123	-59	Mechanical & Repair
4) Food Services	2.2	+29	151	57	-94	Food Services
5) Protective Services	.4	+28	27	35	+8	Police Science
6) Cosmetology	.6	+43	46	20	-26	Cosmetology
7) Lawyers	.3	+23	20	12	-8	Law Occupations
8) Banking	1.0	+37	73	10	-63	Banking/Marketing
9) Programming	.2	+129	25	29	+4	Data Processing
10) Natural Resources	.3	+37	22	36	+14	Natural Resources
SUMMARY OF 1-10			1131	705	-426	
11) Construction Craftsmen	4.6	+22	299	0	-299	--
12) Agriculture	4.6	-25	184	0	-184	--
13) Transportation	3.2	+19	193	0	-193	--
SUMMARY OF 1-13			1807	705	-1102	
14) Clerical	16.8	+35	1209	2610**	-	All business, typing, office classes in high school

*Includes Distributive Education and Marketing classes in the high schools.

**Includes all students who are taking any type of business classes.

APPENDIX C

A Study of the Labor Force and Comparison with Career Education Class Consideration

November 10, 1975

The following is a numerical analysis based on the following publications and materials:

Occupational Outlook Handbook, U.S. Dept. of Labor, 1974-5
Judgement of Occupational Behavior Orientation, 1975
Occupational Manpower and Training Needs, U.S. Dept. of Labor

Employment Outlook by Occupation, 1972-1985,
Virginia Polytechnic Institute and State University
Boise Career Education Dept. Enrollment Forms.

The following table was developed to help indicate direction for the Boise Schools Career Education Department based upon national employment figures and trends. National figures were used for comparitive purposes for two reasons: (1) local students tend to settle throughout the nation and we should be emphasizing possibilities for all students, and (2) local figures and projections are four years old. Also the local Department of Employment works in very broad areas, (ie. services, operations, management, etc.) which are impossible to break down into more specific fields to compare with our classes.

Explanation of Columns 1-8

Column 1 - Cluster Areas

The clusters listed are those identified by the U.S. Office of Education. It should be one goal of education to provide information and exploration for students for all cluster areas.

Column 2

Listed are the class situations within Career Education and their relationship to the cluster areas. The job areas taught in these classes represent 39% of all job areas. The remaining 61% are either emphasized in the school curriculum or are not provided for at this time. As an example, data processing is only a small area within the cluster, Business and Office. The major area of this cluster, clerical, is taught within the high school. Another cluster, Marine Science, is not emphasized except as a part of other courses; however, it is such a small part of the entire labor force that a class in this area might be financially unrealistic.

Column 3

These figures represent the number of workers nationally who were working in 1974 in the field the class emphasizes. These are part of the national labor force of full time, paid workers of 83 million.

Column 4

The percent of the national labor force who works in the field represented by this class.

Column 5

Based on the percent of the national labor force by area (column 4), a figure was derived which represents the number of students who would be working in these areas from a high schoool population of 5380 (current H.S. enrollment as of 11/5/75) if they were on the job today. Therefore, it is assumed if this group is a cross section of the national labor force, that 38 of the 5380 students would be working in the area of data processing, one would be an interior designer, etc.

Column 6

Considering the training time needed in each area and the three years in high school, these figures represent the class size for each year based on national employment fugures. For example, to adequately train a group of 38 in data processing (which averages 2 yrs training) over a three year period (the length this group is in high school), the class size should be 26 each of the three years.

Column 7

The number of students who were enrolled in each Career Education Class as of 11/3/75. In some cases, Career Ed. has no class and there is no adequate training provided by the schools (ie. transportation, construction).

Column 8

These figures represent the over or underenrollment of our classes and areas of consideration if we are to accept all previous figures. As an example, the class size for data processing should be 26, the class has 27 students; so it is overenrolled by one student if all are seriously considering a job in this field.

Column 9

This column indicates the outlook by class area over the next 10 years. They are listed in five degrees: (1) declining growth, (2) limited growth (3) moderate growth (4) rapid growth, (5) very rapid growth

Summary by Area ---

1. Data Processing - appears to be in balance.

2. Interior Design - if students are seriously considering jobs in this area, it is not a realistic number. If they use this training in conjunction with other work or self-enrichment, then the number is justified.

3. Communications - a much larger number should be considered.

4. Food services - a slight increase in enrollment is justified.

5. Environmental Occupations (proposed) - as the training is envisioned, this is the number being considered.

6. Cosmetology - considering the growth, more students might be considered.

7. Law Occupations - in balance.

8. Mechanical - in balance.

9. Transportation - a total area to consider.

10. Health Occ. - room for much more expansion.

11. Police Science - considering a very rapid growth, perhaps in balance.

12. Natural Resources - in balance.

13. Agricultural - room for expansion even considering growth limitations. The decline in agriculture will be in general farm work, specialized areas will grow moderately but are limited in numbers.

14. Marketing - room for expansion.

15. Cash Register - room for expansion.

16. Banking - room for expansion.

17. Purchasing - room for expansion.

18. Construction - a total area to consider.

19. Marine Science - too limited a field to consider.

20. Fine Arts and Humanities - generally provided by regular school program.

GW/gc

appendix C - continued

DATA ON OCCUPATIONAL AREAS:
(1) which are being served by Career Education.
(2) which are not being served by Career Ed. or the schools, but could.

1. CLUSTER AREA:	2. CURRENT CAREER ED. CLASS	3. NATIONALLY, #OF WORKERS IN AREA OF CLASS 1974	4. % OF NATIONAL LABOR FORCE 1974-5	5. CURRENT JOB SLOTS
Business & Office	Data Processing	576,000	.7%	38
Consumer & Home Ec.	Interior Design	16,000	.02%	1
Communications	Communications	651,000	.8%	43
Hospitality & Rec.	Food Service	2,152,000	2.6%	140
Environmental Cont.	Environ Occ (proposed)	48,000	.06%	3
Personal Service	Cosmetology	577,000	.7%	38
	Law Occupation	303,000	.37%	20
Manufacturing	Mech. & Repair	2,979,000	3.6%	194
Transportation	----------	3,486,000	4.2%	226
Health	Health Occ.	4,161,000	6.5%	350
Public Service	Police Science	365,000	.5%	27
Agri-Business & Natural Resources	Natural Resources Ag/Horticulture Animal & Crop	747,000 3,320,000	.9% 4%	48 215
Marketing & Dist.	World of Business Retail Grocery Retail Floral	5,810,000	7%	377
	Cash Register Banking	986,000 950,000	1.2% 1.15%	65 60
	Purchasing	159,000	.2%	11
Construction		3,800,000	4.6%	248
Marine Science		5,500	.01%	
Fine Arts & Hum.				

*Does not include High School Horticulture Classes

6. # CONSIDERING TRAINING TIME	7. # IN CLASSES	8. -UNDERENROLLED +OVERENROLLED	9. OUTLOOK THRU 1985 FOR CLASS AREA
26	27	+1	Rapid Growth
2	12	+11	Moderate Growth
29	6	-23	Moderate Growth
93	71	-22	Moderate Growth
2		-2	Moderate Growth
19	15	-4	Very Rapid "
14	16	+2	Moderate Growth
194	182	-12	Moderate Growth
75	-	-75	Moderate Growth
233	86	-147	Very Rapid "
18	25	+7	Very Rapid "
32	33	+1	Rapid Growth
143	31*	-112	Declining "
251	82	-169	Moderate Growth
22	8	-14	Rapid "
40	12	-28	Rapid "
8	2	-6	Moderate "
165	-	-165	Moderate "
	-	-	Limited

APPENDIX D

1973 - 74

C A R E E R E D U C A T I O N

S T U D E N T A N D P A R E N T F O L L O W U P

R E S U L T S

February 27, 1975

A follow-up study of the 1973-74 school year students enrolled in the Career Education classes in the Independent School District of Boise, Idaho.

Number of students enrolled 1973-74 - 528

Percentage of students contacted - 72%

Summary of Findings

The results of the questionnaire indicate these important findings:

1) 98% of parents and students responding indicate Career Education Skill Training is worthwhile.
2) 98% of parents and students responding indicate Career Education Skill Training should be continued.
3) 53% of the 1973-74 graduates are either working or training in the field they studied through Career Education.
4) 61% of the 1973-74 graduates have indicated their Career Education experiences have helped them in their present situations.
5) In the evaluation of Career Education experiences, former students rated them: Excellent - 47%; Average - 40%; Poor - 13%.
6) 98% of the former students indicated they would recommend their Career Education class to others.
7) 76% of those who signed up for a Career Education course indicated they completed it to their satisfaction.

SUBJECT: CAREER EDUCATION STUDENT AND PARENT QUESTIONNAIRE RESULTS

DATE: February 27, 1975

TARGET: All students (or parents if students are not available) who signed up for Career Education Skill Training classes during the 1973-74 school year.

REASON FOR QUESTIONNAIRE:

The Career Education Department is interested in developing communication between the Department and people who have taken its classes as one internal evaluation method. The vehicle for this communication is a questionnaire developed by the Department to be used approximately one year after the Career Education experience. It is anticipated that this will be the first step of a longitudinal study involving these same former students.

The areas of focus in the questionnaire deal with six categories:

A. Contacts (general information about those contacted)

B. Current status of respondents

C. Evaluation of Career Education training experiences by students

D. Communications of the program

E. Suggestions of other training areas (not listed in this summary)

F. Parents' evaluations of their students' attitudes

The results of this questionnaire will help the Department determine direction and need as seen from the viewpoint of former students who may now be in the job market and/or pursuing further education.

PERSONS TO BE CONTACTED:

It was determined that all students who had signed up for Career Education Skill Training classes would be potential contacts even though some of these were only in the Program a very short time. The primary target of the questionnaire was to be the former student; however, if he/she proved to be unavailable and the parent was available, a parent questionnaire was used. Assurance was given the contact that individual names would not be available to teachers or coordinators, only the responses. All contacting was done by telephone.

A. CONTACTS (General Information)

1. Number of students who had signed up for Career Education Skill Training classes during 1973-74 - - - - - - - - 528

2. Number of these where contact was made:
   a. Former students responding to questionnaire - - 247
   b. Former students who wouldn't answer questions - 6
   c. Parents (students unavailable) responding to questionnaire- - - - - - - 127
   TOTAL 380

3. Percent contacted of those signed up- - - - - - - - 72%

4. Total not contacted:
   a. No phone number available - - - - - - - - - - - - 49
   b. Phone number incorrect with no success of obtaining new one - - - - - - - 48
   c. Moved out of area - - - - - - - - - - - - - - - - 26
   d. No answer in five attempts- - - - - - - - - - - - 25
   TOTAL 148

5. Contacts by Program compared to number enrolled:
   a. Communications- - - - - - - - - - - - - - - -27 of 31
   b. Cosmetology - - - - - - - - - - - - - - - - -12 of 14
   c. Data Processing - - - - - - - - - - - - - - -45 of 54
   d. Food Marketing- - - - - - - - - - - - - - - -17 of 28
   e. Food Service- - - - - - - - - - - - - - - - -57 of 90
   f. Health- - - - - - - - - - - - - - - - - - - -55 of 81
   g. Marketing - - - - - - - - - - - - - - - - - -40 of 78
   h. Mechanical & Repair - - - - - - - - - - - - 92 of 111
   i. Police Science- - - - - - - - - - - - - - - -27 of 41

6. How long was respondent in the program?
   a. Less than one week- - - - - - - - - - - - - - - 6
   b. Did not complete semester - - - - - - - - - - - 26
   c. Completed one semester- - - - - - - - - - - - - 116
   d. Completed one year- - - - - - - - - - - - - - - 136
   e. Completed 1½ years- - - - - - - - - - - - - - - 46
   f. Completed two years - - - - - - - - - - - - - - 38
   g. No response - - - - - - - - - - - - - - - - - - 5

7. Number of respondents out of 380 who considered they completed the training to their satisfaction - - - 291

   Number who did not complete training (only enrolled a few days, may have taken one semester of a year course, etc)- 89

   Percent of those who signed up and completed courses-76%

8. Of those who did not complete course, why not?
   a. Got all you wanted from the course- - - - - - - 4
   b. Scheduling- - - - - - - - - - - - - - - - - - - 11
   c. Lack of interest- - - - - - - - - - - - - - - - 11
   d. Poor instruction- - - - - - - - - - - - - - - - 10
   e. Facilities- - - - - - - - - - - - - - - - - - - 1
   f. Bussing - 2
   g. Not enough hands-on experiences - - - - - - - - 4
   h. Other:
      1. Quit school - - - - - - - - - - - - - - - - - 13
      2. Not what student expected - - - - - - - - - - 9
      3. Transferred to another Career Ed class- - - 2
      4. Too heavy a load- - - - - - - - - - - - - - - 2
      5. Too difficult - - - - - - - - - - - - - - - - 1
      6. Got a job - - - - - - - - - - - - - - - - - - 8
      7. Dropped from class- - - - - - - - - - - - - - 2
      8. Personal problems - - - - - - - - - - - - - - 5
      9. Too many other interests- - - - - - - - - - - 2
      10. Training station difficulty - - - - - - - - - 2

Questionnaire Summary

B. CURRENT STATUS OF RESPONDENTS

1. Number who are out of secondary school- - - - - - - 164

   What are they doing?

   a. Full-time paid employment - - - - - - - - - - - - 52
   b. On-the-job training/apprenticeships - - - - - - - 24
   c. Vo-tech schooling - - - - - - - - - - - - - - - - 23
   d. General college - - - - - - - - - - - - - - - - - 32
   e. Military- 11
   f. Other:
      1. Seeking work- - - - - - - - - - - - - - - - - 11
      2. Not interested in a job - - - - - - - - - - - 4
      3. Working but not in a paid position- - - - - 7

   Are they in their Career Ed training area?

   a. Full-time paid employment - - - - - - - - - yes - 24
                                                  no - 28
   b. On-the-job training/apprenticeship- - - - yes - 21
                                                  no - 3
   c. Vo-tech schooling - - - - - - - - - - - - yes - 22
                                                  no - 1
   d. General college - - - - - - - - - - - - - yes - 19
                                                  no - 13
   e. Total number of graduates who are working or furthering education in the field they trained for through Career Ed classes - - - 86 of 164 or 53%
   f. Total number of graduates who indicated their Career Ed experiences have helped them in their present situations- - - - - - - - - 99 of 164 or 61%

2. Number of respondents who are still in secondary school- 218

3. Total number who are working while furthering their education - 110

   Working in Career Ed training field - - - - - yes - 49
                                                  no - 61

4. Any jobs, other than present one, you have held since being in Career Ed training - - - - - - - - - - 128

   Work was in Career Ed training field- - - - - yes - 66
                                                  no - 62

C. EVALUATION OF CAREER EDUCATION TRAINING EXPERIENCES

1.

Rating	Excellent	Average	Poor
a. Classroom lectures - - - - - - - -	96	120	14
b. Training experiences - - - - - -	140	71	16
c. Field trips- - - - - - - - - - - -	74	75	75
d. Guest speakers - - - - - - - - - -	78	87	59
e. Community work experiences - - -	86	84	38
f. Instructor - - - - - - - - - - - -	169	53	7
g. Bussing- - - - - - - - - - - - - -	48	57	23
h. Scheduling - - - - - - - - - - - -	121	100	10
i. Class length - - - - - - - - - - -	78	129	25
j. Individual help- - - - - - - - - -	127	76	16

2. Did you like the idea of having your class or training away from your high school? - - - - - - - - - - - 97% yes

3. Would you recommend your Career Ed experience to others?- 98% yes

4. Would you say your parents were satisfied with the program?- 98% yes

5. At what grade level should students start the training you received?
   Grade 8 - 29
   Grade 9 - 43
   Grade 10 - 92
   Grade 11 - 31
   Grade 12 - 4

6. Is Career Ed worthwhile?
   Students- - - - - - yes - 210
   no - 5
   Parents - - - - - - - yes - 126
   no - 2

7. Should Career Ed be continued?
   Students- - - yes - 209
   no - 4
   Parents - - - yes - 124
   no - 2

D. COMMUNICATIONS

1. How did you hear about Career Ed classes?
   a. Counselors- 116
   b. Teachers- 22
   c. Career Ed staff members - - - - - - - - - - - - - 97
   d. Fellow students - - - - - - - - - - - - - - - - - 68
   e. Parents - 16
   f. Written materials or bulletin board - - - - - - - 21
   g. Radio or TV - - - - - - - - - - - - - - - - - - - 17

2. Is the information about Career Ed classes in the high school adequate? - - - - - - - - - - - - - yes - 183
   no - 138

   Numerous parents indicated there should be more information for their study.

3. In your opinion, what are the reasons some students who might be interested don't sign up for Career Ed classes?
   a. Time of classes - - - - - - - - - - - - - - - - - 53
   b. Schedule conflicts- - - - - - - - - - - - - - - - 69
   c. Area of interest not offered- - - - - - - - - - - 86
   d. Don't know about classes- - - - - - - - - - - - - 151
   e. Couldn't get in - - - - - - - - - - - - - - - - - 44
   f. Work conflicts- - - - - - - - - - - - - - - - - - 35
   g. Discouraged from taking classes - - - - - - - - - 26

4. Would you like to have explored other Career Ed class areas if time had permitted?- - - - - - - - - yes - 253
   no - 85

E. BESIDES THE PRESENT CLASSES, WHAT OTHER TRAINING AREAS WOULD YOU SUGGEST WE PROVIDE? There were 51 separate areas suggested, many of which were listed by numerous students.

F. FROM PARENT QUESTIONNAIRE: I feel, as a result of having taken a Career Ed class my child's attitude has ___ during the 1973-74 school year.

1. improved- 61
2. stayed the same - - - - - - - - - - - - - - - - - - 38
3. gotten worse- 17

APPENDIX E

CAREER EDUCATION STUDENT AND PARENT QUESTIONNAIRE RESULTS, DECEMBER 1975.

Target: All students (or parents if students are not available) who signed up for Career Education Skill Training classes during the 1973-4 school year.

Reason for questionnaire follow-up:

The Career Education Department is interested in developing communication between the Department and people who have taken its classes as one internal evaluation method. The vehicle for this communication is a questionnaire which is a revised form of the one used in February of 1975. This is the second step in a longitudinal study involving these students.

The area of focus in the follow-up deals with information about the students' present situations and a relationship between those situations and former training. Information about the students' class experiences and communication were not involved, as they would not have changed from the previous questionnaire for the majority of the students.

Persons to be contacted:

All students or their parents who were listed as contacts from the February, 1975 list.

Exceptions were: Cosmetology students (14); marketing students (78); some food marketing students (18); some communications students (10) were inadvertently omitted. These students will be contacted later.

Summary of the findings:

1. 43% of the students contacted (excluding high school students) are either working or training in the field they studied through Career Education. This is down from 53% in the February, 1975 survey. The percentage drop is attributed to: (1) A larger percent of the sample now going to general college, (2) a slight rise in military training, (3) uncertainty of employment at this time, unemployment up and, as a result, people taking any available job rather then waiting for training areas.

2. The percent of those who are full-time employees and who are in their Career Ed. training field is approximately the same as the first survey.

3. The percent who are in college (not Vo-Tech) has more than doubled since last year. This is due to high school graduation of many surveyed earlier.

Questionnaire Information:

A. Contact information:

1. Number of students who had signed up for Career Education Skill training classes during 1973-4----------528

2. Number of students who were considered for contact (Cosmetology and Marketing omitted)----------408

3. Number of students or parents who responded----------251

4. Percent contacted of those considered----------61.5%

5. Contacts by program:

a) Communication----------15 of 21
b) data processing----------39 of 54
c) food marketing----------10 of 10
d) food service----------38 of 90
e) health----------53 of 81
f) mechanical & repair----------73 of 111
g) police science----------23 of 41
h) cosmetology---------- 0 of 14
i) marketing---------- 0 of 78

B. Current status of respondents:

	# of students		# in area of C.E.training		percent	
	Feb.	Dec.	Feb.	Dec.	Feb.	Dec.
1. Post Secondary	164	221	86	95	53%	43%
a. full-time paid employment	52	101	24	49	46%	48.6%
b. on-the-job training/apprenticeship	24	2	21	2	89%	100%
c. Vo-tech schools	23	19	22	16	95%	84.2%
d. General college	32	52	19	22	59%	42.7%
e. Military	11	17	--	6	--	35.3%
f. seeking work	11	13	--	--	--	0
g. not interested in work	4	4	--	--	--	0
h. non-paid work	7	13	--	--	--	0
2. Part-time work during post secondary training	21	28	10	15	48%	53.6%
3. High school students	218	30	--	--	--	--
part-time work	82	13	--	5	--	38.5%

APPENDIX F

COMMENTS AND RECOMMENDATIONS OF STAFF

The following comments and recommendations were asked of the Principal, one vice-principal, each counselor and several participating teachers at both Boise and Borah High Schools during January of 1976. At the time, the centers had been at Boise one year and at Borah one semester. All comments submitted are listed.

1. Do you feel the Career Center has been an asset to your school?

Yes 20 No 0

2. What are the positive features of the Career Center at your school?

Boise High School

Central area for guidance materials.
Trained person to keep material up-dated.
Trained person to give interest inventories and to guide student in use of materials.
The variety of materials - well organized, attractive displays.
Cooperation shown with staff - Mrs. Diener's personality.
Mrs. Diener is especially gracious and helpful. She maintains an attractive center and has a wide variety of services and information.
Provides a previously-lacking dimension to our total counseling program.
The individual charged with the operation of the program relates well with students and staff; accordingly, she has continued the development of positive attitudes toward the center.
Information available and current. Person in charge who can devote her/his whole time to just that.
Job placement and coordination.
Interest inventory administration.
A real, neat person who relates well to kids and faculty.
Attitude toward the position and the intentional performance of follow-up.
Barb is excellent in being interested and concerned which reflects authenticity.
Aids students in finding employment and in planning future careers.

Borah High School

One of the most neglected areas of our schools is career counseling.
The counselors do an excellent job of counseling for college, but no attempt has been made to present any choice of careers to students.
The career information center is long overdue. All the students who I have sent to the center have been very pleased and many have asked to return for more than two days I allot them.
I have appreciated having the center as a supplement to my class and have been very pleased with the individual attention given to each student who visited it.
Resources for classroom use - place to spend time in on an individual basis - another responsive adult with whom to discuss future, problems, etc.
As a teacher resource, excellent materials available for classroom use - that can be checked out, not a mailed request like from the TRC.
Having all career type test and information available for students use any hour of the day.
Large variety of materials and variety in type of presentation.
Excellent resource person, Dina Bray, available to students and teachers any time of the day.
An opportunity for testing and current information on jobs.
More information for students, counselors and teachers.

2. Borah High School (continued)

The center has provided us with unlimited sources of material and instruction.
The idea of the center being open during the entire day is also one of its' strong points. I have observed centers that were open for only short periods of time and thus creating some unworkable situations.
Library - test materials - career center direction.
Staffed by a knowledgeable, concerned and student-oriented individual.
Finally, allowing students access to a quality interest inventory, (Strong-Campbell).
Dina Bray - accessibility to students - materials and organization - atmosphere.
Gives students accurate career information quickly.
The drop-in atmosphere makes it possible to go into more depth in career information.
Teachers can utilize the center for more classwork, when it is relevant.
Ms. Bray has been able to work with students from my classes and with me, more than any other in this concept of life choice.

3. What area of the Career Center need improving?

Boise High School

An interest inventory easier to interpret than the Strong. I understand the print-out from Denver is better but costs a little more.
Full time person - same hours as Counselors and Teachers.
More space.
Some of the student help tends to inhibit attendance by other students.
The quarters are too cramped. Not enough students are using the center.
A somewhat more aggressive attitude in publicizing the center.
Facilities - daily feedback to Counselors, if possible.
Mrs. Diener needs to be at Boise High full time - she adds to the effectiveness of her center.
The availability of the center in terms of use as a resource and contact for jobs and placement.
Larger area given to office.
Needs community relations improved so local business will know to call to make employment contacts.

Borah High School

Needs to be more contact with Counselors - perhaps a location in counseling area would make it more accessible.
Perhaps pieces of equipment and some resource material (that are now available at the main career center) be furnished as permanent fixtures.
Expand to involve all departments.
Better facilities and structured use.
Continue to add new material and update what we have.
There should also be an orientation for Teachers and students concerning the use of the center. Don't leave it to the Counselors.
Educating more students to the many services offered by the center.
Add the Kuder DD interest inventory to tests now given.
Maybe have two centers in different parts of the building.

4. What changes should be initiated for the Career Center?

Some of the student help tends to inhibit attendance by other students.
I would like college catalogues available for us to check out to students.
Person in charge should be careful about encouraging students to pursue careers that are beyond their ability.

4. Boise High School (continued)

Have career centers in all buildings.
I would make it more of a fluid part of school rather than supply a service.

Borah High School

In order for the entire student body to use this center, some department with required classes must make it part of its curriculum. The English department, for example, could have a report assigned for each student a possible career.
There are too many students, who need this service, and are not getting it.
More equipment and resources, for example a Caramate.
In-service for non-participating departments.
Students should be able to leave class more easily to take part in counseling and information gathering - the restriction of not pulling students out of class limits effectiveness. Some sort of pre-planned "in class" work would be more beneficial.

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